

Conscious Discipline aims to teach children to reason and problem solve. It teaches **seven essential skills**.

Composure



Helps children and adults to stay calm or become composed



Brain science tells us that the brain functions best when people feel safe and composed.

Safe places in classrooms are a place to become composed. Children are taught strategies to do this.



Encouragement

Creates a sense of belonging so that children are willing to contribute in a helpful way

Noticing and giving descriptive praise tells children when they have got it right and shows other children what desired behaviour looks like.



Assertiveness

Teaches children to establish and respect healthy boundaries

We focus on the behaviours that we do want rather than highlighting the negative. We encourage children to be assertive in sorting out the problems they encounter.



Did you like it?

Go and tell ____ "I don't like it when you ____"

Choices



Teaches children to establish and respect healthy boundaries

Offering choices empowers children whilst setting limits. It teaches children to take responsibility for their own choices. Children learn to make decisions, feel empowered, redirect their behaviour and learn self-control. This helps to reduce power struggles.

You have a choice.

You may ____ or ____.

What's best for you?

Empathy



Helps children to accept and process their feelings

Children are encouraged to acknowledge their feelings and to use them as the starting point to think about what might need to happen next.

Coaching



Empathy wires the brain for self-control and higher critical thinking.

Empathy is the heart of emotional intelligence.

Positive intent



Aims to create teachable moments

We understand that all behaviour is communicating either a willingness to make a positive contribution or the need for help, either because a child does not feel safe or secure, or because they don't have the skills needed.

You ____ because you wanted _____. You didn't know the words to say. You may not _____. When you want _____ say _____

Consequences



Helps children to learn from their mistakes—to reflect on their choices and change

When children make poor behaviour choices, we use it as an opportunity to help them to reflect and change, learning that their behaviour has consequences.

Natural consequences are the best, but if these do not result in a change of behaviour, consequences linked to that behaviour will be imposed.

As staff, we will

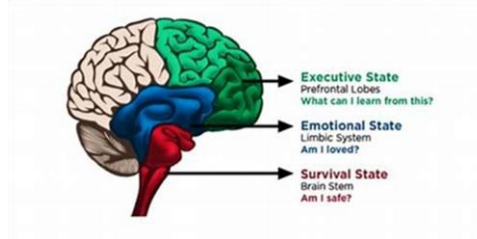
- A** **Access** our executive state through active calming
- B** **Be** willing to perceive misbehaviour as a call for help
- C** **Coach** new skills as needed

When children see the connection between their behaviour and the result of that behaviour, learning has occurred.

Mistakes are an opportunity to learn



Brain State Model



In the world of Conscious Discipline, we focus on three primary brain states: the Survival State, the Emotional State, and the Executive State. Each of these states plays a vital role in how we perceive, process, and respond to the world around us.

All staff have taken part in a series of training sessions on Conscious Discipline.

If you have any questions, do not hesitate to contact a member of staff.

For further information visit the Conscious Discipline website @ <https://consciousdiscipline.com>

With acknowledgement to Dr Becky Bailey, Loving Guidance, Inc.

Conscious Discipline

at
Abbey Hey Primary Academy



Here at Abbey Hey, we are committed to creating a supportive and nurturing environment where every child feels valued, respected and empowered to reach their full potential.

In order to achieve this, we use conscious discipline as part of our behaviour policy. Conscious Discipline is an evidence-based, trauma-informed social-emotional programme which teaches children how to regulate and manage emotions in order to make safe and healthy choices.